

# The Single Plan for Student Achievement

**School:** Kawana Springs Elementary  
**CDS Code:** 49706156051593  
**District:** Bellevue Union School District  
**Principal:** Carolina Castro  
**Revision Date:** March 23, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on .**

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## School Vision and Mission

### Kawana Springs Elementary's Vision and Mission Statements

Kawana Springs Elementary provides high quality instruction based on the Common Core State Standards for students in grades TK-6. Staff holds students accountable for attaining proficiency in academics, and many academic supports/interventions are provided for students to receive more time, instruction, or differentiated instruction in the core standards. All students are expected to achieve in all subject areas at the high academic levels determined by our state and our community. We expect all students to be able to read at grade level by the end of third grade. We expect all English learners to be Proficient in English by the end of sixth grade. Students learn citizenship through organized and progressive classroom and school-wide lessons in Positive Behavior Intervention and Support (PBIS), rules, community-centered activities and after school programs. Technology is used extensively as a teaching tool, for assessments and for students to complete their learning activities. Parents and community involvement are critical to our students' successes.

## School Profile

Kawana Springs was built in 1954 and is entering its' sixty-second year of providing instruction for students from Kindergarten to Sixth grade. Classroom distribution for this year is as follows: one Transitional Kindergarten/Kindergarten Dual Immersion classroom, one Kindergarten DI classrooms, two classrooms for first grade DI, two classrooms for second grade, two classrooms for grade three, one fourth grade classroom, one 4/5 combination class, one 5th grade classroom and two 6th grade classrooms. Kawana Springs also has a a Special Day Class for students in grades four, five and six, and a Resource Specialist classroom. Current average class size is 24 in grades TK-third and 30 in grades four-six. Literacy paraprofessionals spend time in all classrooms grade K-6 working with small groups of students. Additional support for students is provided by CalSERVES which operates our after school program. Technology is of utmost importance at our site and all of our students have access to multiple devices.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Previous surveys have indicated the challenge of consistently implementing a school environment that encourages positive behavior as well as socio-emotional growth. To adequately address this concern, the PBIS team and the entire staff received training in Positive Behavior Support and Intervention (PBIS). This training incorporated the three basic school rules (Be Safe, Be Responsible, Be Respectful) and outlined student expectations for behaviors in each area on the school campus. A method was developed to encourage and award positive behaviors as well as providing scripts for staff to use to encourage positive behaviors, and to discourage negative behaviors. This year the focus was on behavior expectations inside outside of the classroom.

Numerous surveys were sent out by the school district to teachers requesting information on technology use, development of the Media Center, the master schedule, Common Core based report cards, and the implementation of the LCAP. This data was then used to provide a synopsis of information for the committees that created a district wide plan for implementation as well as information for the advisory committee's.

### Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal walks through classrooms and observes classroom instructional strategies, fidelity to the instructional program, climate, and management are observed. The information is used to improve individual teacher performance through principal support, and the information is used to provide input in selected areas requiring improvement. Information/data obtained through classroom observations may also be addressed during staff meetings where additional professional development is provided.

Annually, teachers are formally observed by the principal based on the contracted agreement.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

#### 1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Students attending Bellevue Unified School District participate in the Smarter Balanced Assessment Consortium (SBAC) each year beginning 2013-2014. In addition, our fifth grade students take the SBAC Science assessment. Since the development of the SBAC, there is no longer an AYP or an API score. SBAC data school wide/district wide will be available for the current assessment year (2016-2017). In the summer of 2014, a committee was created and led by the district Curriculum and Instruction Director. This committee developed district standardized assessments for English Language Arts that were given in the 2014-2015 academic year to all students in grades Transitional Kindergarten-sixth grade. These are trimester assessments were both diagnostic and placement based. In addition, the assessments that are linked to the Mathematics curriculum (My Math) and the English Arts curriculum (Wonders) are given as well. These assessments, in combination with direct observations of student performance, are used to determine levels of proficiency, areas of struggles, and required interventions or re-teachings.

CELDT and LPAC data is used to determine the progress of our English Language Learners and to provide the necessary supports that they require to become fluent.

#### 2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Diagnostic and placement assessments provide information so that teachers are aware of student ability levels. Grade levels meet to discuss the current and ongoing data collection, identify areas of success and struggle, and work as a team to develop strategies (intervention, reteaching, etc) to meet the needs of the students. Teachers use a data collection tool to monitor student progress as well as analyzing the success of the intervention, reteaching.

### **Staffing and Professional Development**

#### 3. Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified and certified to teach at their assignment.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers meet the NCLB highly qualified status and have completed in-service training. In addition all instructional assistants meet the highly qualified status, passing the district proficiency tests.

Teachers in 2016-2017 participated in monthly professional development in English Language Arts, Mathematics, and the new Common Core state standards.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers participate district wide staff development. As a district we continue to evaluate our needs for professional development and offer teachers support in the identified areas. Additional consultants for professional development are brought in on an as needed basis.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Professional Development is provided by the Principal, the IT Director, and outside consultants as needed.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate three times per month by grade level for eighty minutes---40 minutes as a Professional Learning Community and 40 minutes in collaboration. Once per month, teachers participate in district wide grade level collaboration.

#### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All materials are on the state matrix and supplementary materials purchased are research based curriculum.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are reviewed on annual basis to insure core and intervention minutes are addressed.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The lesson pacing calendar is reviewed annually by the district teachers.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have all CCSS based Math and English Language Arts materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials are on the state matrix and supplementary materials purchased are research based curriculum.

#### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All teachers provide a strong core program. Literacy Paraprofessional support is provided in grades K-6, working with small groups of students. The Resource Service Provider on site provide Tier 2 intervention for students.

#### 14. Research-based educational practices to raise student achievement

Through the MTSS model, the site examines student assessment results and targets instruction to support all students.

#### Parental Involvement

#### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

One full time RSP teacher.

One full-time RSP instructional aide.

Literacy Paraprofessionals in grades K-6 (times vary per grade)

Technology resources include Chromebooks, iPads available for all students in all grade levels.

CalServes provides an after school program until 6 PM to assist with reading supports, and homework.

CalServes supplies a part-time guidance counselor to assist students with school-related issues impacting academics.

Sonoma Academy provides a social studies teacher five days a week for one hour daily, starting in January, to help instruct students in grades 5 & 6.

#### 16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The grade level teams provide ongoing assistance with data analysis, goal setting and planning. Our active parent volunteers provide many forms of assistance, enrichment materials for classrooms and special items for the school, field trips. The school website is updated weekly. Information to parents is provided in both English and Spanish.

#### Funding

#### 17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Under-performing students are those students who are at risk of not reaching grade level standards in Language Arts and Math by the end of the school year. Some of the ways we help underperforming students are highlighted below. In grades K-3, we participate in class size reduction. These students are given early literacy instruction in small groups.

English Language Development support is provided for 30 minutes, 2x per week in grades K-1, and 30 minutes 4x per week in grades 2-6.

A Resource Specialist provider assists students that require additional support as well as those with an Individualized Educational Plan.

Literacy Paraprofessionals are provided for grades Kindergarten-sixth for varying amounts of time.

#### 18. Fiscal support (EPC)

With the implementation of the LCAP, expenditures are centrally distributed.

## **Description of Barriers and Related School Goals**

Attendance and student mobility: Site suffers from increased tardies and frequent early dismissal of students as well as incidents of increased student mobility

Variation in student academic abilities: Classrooms are equally balanced by ability levels which requires the teacher to implement with consistency various differentiation and scaffolding techniques

Familiarity with curriculum and Common Core Standards: new English Language Arts curriculum adopted 2013 (Wonders), new Mathematics curriculum adopted 2014 (My Math)

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	51	48	46	50	48	44	50	48	44	98.0	100	95.7
Grade 4	58	53	50	58	52	47	58	52	47	100.0	98.1	94
Grade 5	63	62	61	63	60	61	63	60	61	100.0	96.8	100
Grade 6	56	60	62	55	58	62	54	58	62	98.2	96.7	100
All Grades	228	223	219	226	218	214	225	218	214	99.1	97.8	97.7

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2380.4	2426.5	2422.7	8	23	18.18	20	23	27.27	26	33	25.00	46	21	29.55
Grade 4	2397.7	2440.2	2457.4	2	21	17.02	10	10	23.40	22	27	34.04	66	42	25.53
Grade 5	2443.8	2456.0	2463.8	2	5	11.48	24	27	27.87	21	25	19.67	54	43	40.98
Grade 6	2471.8	2476.8	2487.9	2	5	0.00	15	16	27.42	44	40	35.48	38	40	37.10
All Grades	N/A	N/A	N/A	3	13	10.75	17	19	26.64	28	31	28.50	51	37	34.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	21	13.64	48	40	54.55	48	40	31.82
Grade 4	2	19	14.89	38	40	55.32	60	40	29.79
Grade 5	5	10	11.48	46	43	39.34	49	47	49.18
Grade 6	2	9	8.06	50	30	48.39	48	61	43.55
All Grades	3	14	11.68	45	38	48.60	52	47	39.72

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	19	22.73	44	60	52.27	44	21	25.00
Grade 4	3	13	23.40	45	52	53.19	52	35	23.40
Grade 5	8	8	22.95	43	55	47.54	49	37	29.51
Grade 6	2	7	4.84	56	52	58.06	43	41	37.10
All Grades	6	11	17.76	47	55	52.80	47	34	29.44



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	17	15.91	66	73	63.64	28	10	20.45
Grade 4	5	10	8.51	57	67	65.96	38	23	25.53
Grade 5	10	8	14.75	59	57	57.38	32	35	27.87
Grade 6	0	9	4.84	72	74	62.90	28	18	32.26
All Grades	5	11	10.75	63	67	62.15	32	22	27.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	27	18.18	56	54	54.55	36	19	27.27
Grade 4	2	12	25.53	36	60	57.45	41	29	17.02
Grade 5	21	13	14.75	48	57	47.54	32	30	37.70
Grade 6	6	14	12.90	72	60	58.06	22	26	29.03
All Grades	9	16	17.29	52	58	54.21	33	26	28.50

Conclusions based on this data:

- 1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	51	48	46	51	48	46	51	48	46	100.0	100	100
Grade 4	58	53	50	58	52	49	58	52	49	100.0	98.1	98
Grade 5	63	62	61	63	61	61	63	61	61	100.0	98.4	100
Grade 6	56	60	62	56	57	62	54	57	62	100.0	95	100
All Grades	228	223	219	228	218	218	226	218	218	100.0	97.8	99.5

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2392.1	2418.0	2424.3	6	8	13.04	14	35	30.43	39	29	28.26	41	27	28.26
Grade 4	2405.6	2430.7	2437.3	2	6	2.04	5	19	20.41	34	31	51.02	59	44	26.53
Grade 5	2437.3	2450.7	2469.5	3	5	16.39	8	11	11.48	33	33	27.87	56	51	44.26
Grade 6	2462.2	2475.4	2468.6	0	7	6.45	13	18	14.52	27	28	29.03	57	47	50.00
All Grades	N/A	N/A	N/A	3	6	9.63	10	20	18.35	33	30	33.49	54	43	38.53

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	31	19.57	39	31	54.35	53	38	26.09
Grade 4	2	10	10.20	24	27	44.90	74	63	44.90
Grade 5	3	3	18.03	25	38	32.79	71	59	49.18
Grade 6	6	18	12.90	19	19	25.81	76	63	61.29
All Grades	4	15	15.14	27	29	38.07	69	56	46.79

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	13	19.57	35	58	58.70	53	29	21.74
Grade 4	2	8	6.12	29	38	65.31	69	54	28.57
Grade 5	3	7	13.11	35	33	34.43	62	61	52.46
Grade 6	4	7	4.84	31	37	38.71	65	56	56.45
All Grades	5	8	10.55	33	41	47.71	62	51	41.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	21	8.70	57	54	65.22	35	25	26.09
Grade 4	0	13	0.00	45	46	61.22	55	40	38.78
Grade 5	2	3	14.75	48	39	31.15	51	57	54.10
Grade 6	4	4	11.29	50	58	33.87	46	39	54.84
All Grades	3	10	9.17	50	49	45.87	47	41	44.95

Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		10		18	20		27	60		45			9	10	
1		12	4	44	38	54	50	43	36	6	7	7			
2		7	7	25	27	22	57	53	51	18	13	16			4
3	5	7	4	34	36	25	37	46	57	24	7	14		4	
4	3	9		23	27	18	64	55	76	5	9		5		6
5	6	10	3	54	42	39	29	35	45	11	13	3			10
6	4	7		52	61	36	28	25	41	12	7	18	4		5
<b>Total</b>	3	9	4	37	37	32	44	44	50	15	9	11	2	1	4

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>K</b>		2		3	6	18	20	30	39	37	30	21	39	32	21
<b>1</b>	3	10	3	43	36	55	46	42	30	8	8	9		4	3
<b>2</b>		6	8	22	25	23	59	50	47	19	17	17		3	6
<b>3</b>	4	7	3	31	38	22	40	45	56	22	7	13	2	3	6
<b>4</b>	5	11		24	26	17	61	54	72	5	9		5		11
<b>5</b>	8	9	3	51	38	38	27	35	44	11	15	3	3	3	13
<b>6</b>	11	7	4	46	59	32	25	24	40	11	7	16	7	3	8
<b>Total</b>	4	7	3	29	31	29	39	40	45	18	14	13	10	8	10

#### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English Language Arts</b>
<b>LEA/LCAP GOAL:</b>
Improve 3rd Grade Literacy
<b>SCHOOL GOAL #1:</b>
Progress in literacy skills for every student will be closely monitored. Assistance will be provided to struggling students based on literacy data. Assistance will be coordinated. Classroom teachers will be supported to implement best practices to improve literacy.
<b>Data Used to Form this Goal:</b>
State, district and site academic assessments
<b>Findings from the Analysis of this Data:</b>
All academic assessments indicate that 3rd grade literacy is an area of need.
<b>How the School will Evaluate the Progress of this Goal:</b>
Progress monitoring through state, district and site assessments. Benchmark 3rd grade literacy at 30% proficiency

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Principal and teachers on site to monitor achievement for every K-3 student and provide Tier 2 support.	Academic year	Principal	None needed	None Specified	District Funded	
Literacy Paraprofessional for every K-6 classroom	Hiring and training prior to the start of the academic year	District Staff	None needed	None Specified	District Funded	
				None Specified	None Specified	
				None Specified		
Provide instructional assistant for the TK classroom	Academic year	Principal		None Specified	District Funded	
				None Specified	None Specified	
				None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase instructional minutes for K-3 classrooms	Academic year	Principal	Teachers assess students according to the District wide assessment system.	None Specified	District Funded	
Plan and implement reading intervention programs during the school day and after school intervention program.	Sept 2016 to June 2017	Classroom Teachers, After School Intervention teachers, Principal	Coordinate all extended day programs including CaSERVES and align with the classroom program.	None Specified	None Specified	
			After-school programs will be available to all students including struggling learners.	None Specified	None Specified	
				None Specified	None Specified	

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English Language Arts</b>
<b>LEA/LCAP GOAL:</b>
Improve consistency of high quality instruction in all classrooms
<b>SCHOOL GOAL #2:</b>
Students will benefit from consistent behavioral expectations and supports in every classroom
<b>Data Used to Form this Goal:</b>
Aeries behavioral data, SWISS, classroom and playground referrals
<b>Findings from the Analysis of this Data:</b>
Behavioral expexctations are consistently implemented throughout the site
<b>How the School will Evaluate the Progress of this Goal:</b>
SWIS Tracking information Aeries behavioral data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Positive Behavioral Intervention and Support (PBIS) professional development provided for all staff (previously referred to as BEST)	Ongoing throughout the year	Director of Student Services		None Specified	District Funded	
				None Specified	District Funded	
PBIS committee will meet monthly and provide professional development to staff as needed	Academic year	PBIS team, principal		None Specified	District Funded	



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PBIS team will complete a PBIS Handbook and introduce to staff . This will include Expectation Stations, scripts to encourage positive behavior, scripts to discourage negative behavior, positive behavior acknowledgement award.	Academic year	PBIS team, principal, staff		None Specified	None Specified	

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Math and English Language Arts</b>
<b>LEA/LCAP GOAL:</b>
Improve consistency of high quality instruction in all classrooms
<b>SCHOOL GOAL #3:</b>
Students will benefit from consistent academic expectations in every classroom at the same grade level
<b>Data Used to Form this Goal:</b>
Pacing guides and student academic expectations were not aligned per grade level and new curriculum was purchased that was aligned with CCSS
<b>Findings from the Analysis of this Data:</b>
With the advent of the new curriculum, it was necessary to collaboratively design aligned pacing guides led by the Director of Curriculum and Instruction
<b>How the School will Evaluate the Progress of this Goal:</b>
Curriculum guides for English Language Arts and Mathematics Are being implemented. Curriculum guides will be revisited at the end of each academic year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade level teacher teams were offered the opportunity to participate in creating the pacing templates	Summer 2016, ongoing	Director of Curriculum and Instruction		None Specified	District Funded	
				None Specified	None Specified	
Information and feedback regarding the pacing template has been solicited from all staff	Spring 2016	Teachers, Director of Curriculum and Instruction		None Specified	None Specified	
Professional development and support provided to implement pacing guides at all levels	Academic year	Principals		None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Attendance</b>
<b>LEA/LCAP GOAL:</b>
Decrease the rates of absence and truancy
<b>SCHOOL GOAL #4:</b>
Children will be motivated to attend school on a consistent and punctual basis
<b>Data Used to Form this Goal:</b>
Aeries attendance data A2A
<b>Findings from the Analysis of this Data:</b>
Hlgh truancy rate
<b>How the School will Evaluate the Progress of this Goal:</b>
Aeries attendance data, A2A

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop an award system to recognize good attendance	Academic year	Principal	C Review discipline policy and procedures, including use of classroom and office referral forms following consistent and appropriate consequences and rewards as outlined in School Safety Plan.	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				5000-5999: Services And Other Operating Expenditures	LCFF-EL	9000
Implement programs focused on good habits, good decisions and good behavior in all classrooms throughout the school.	August 2017-June 2018	Principal, teachers, counselor, classified staff, Parent Liaison	PBIS lesson plans taught in all classrooms. Counselor teaching small groups and whole classes around bullying, teamwork, character education. Training for peer mediators.	1000-1999: Certificated Personnel Salaries	School Improvement Grant (SIG)	61,150
				None Specified	None Specified	
				Parent Liaison to conduct parent education workshops and support parents with resources in Parent Resource Room.	2000-2999: Classified Personnel Salaries	School Improvement Grant (SIG)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create an environment that is friendly, clean, and welcoming and evaluate the impact of implementation.	August 2017-June 2018	Principal, all staff, Parent Liaison, Counselor, parents, students	Daily-trash receptacles to maintain clean environment, speak and act with respect and courtesy.	None Specified	None Specified	
			Bi-Monthly - Class meetings presenting Toolbox Lessons. Parents have access to Parent Resource Room.	None Specified	School Improvement Grant (SIG)	
			Monthly - celebrate and recognize students good citizenship and outstanding character at assemblies.	None Specified	None Specified	
			Quarterly/Annually - monitor and evaluate school behavior and safety goals and make adjustments and recommendations. Report to SSC and Leadership Team	None Specified	None Specified	

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts</b>
<b>SCHOOL GOAL #1:</b>
Progress in literacy skills for every student will be closely monitored. Assistance will be provided to struggling students based on literacy data. Assistance will be coordinated. Classroom teachers will be supported to implement best practices to improve literacy.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Director of Student Services	April 2018	Superintendent	Coordinate ELPAC testing, analysis and reporting to parents, school, district and state.	1000-1999: Certificated Personnel Salaries	District Funded	15,000
Provide literacy paraprofessionals and instructional aide (TK)	Academic year	Principal		None Specified	District Funded	

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in High quality instruction and behavior</b>
<b>SCHOOL GOAL #2:</b>
Students will benefit from consistent behavioral expectations and supports in every classroom

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide PBIS updates and training	August 2017-June 2018	Director of Student Services			District Funded	
Provide staff release time for training	Academic year	Superintendent			District Funded	

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Academic instruction in all classes</b>
<b>SCHOOL GOAL #3:</b>
Students will benefit from consistent academic expectations in every classroom at the same grade level

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Director of Curriculum and Instruction	April 2016	Superintendent			District Funded	
Provide opportunities for collaborative grade level teams to discuss and reflect upon curriculum pacing guides	Summer 2016, Academic year	Superintendent, Director of Curriculum and Instruction			District Funded	
Summer participants compensated for their time	Summer 2016	Superintendent			District Funded	



## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in increasing student attendance</b>
<b>SCHOOL GOAL #4:</b>
Children will be motivated to attend school on a consistent and punctual basis

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a multi-lingual parent liaison to provide community outreach to parents to support students in consistent school attendance	Academic year	Principal, Director of Student Services			District Funded	
Provide School Messenger auto calling to families for absent students	Academic year	Director of Technology			District Funded	

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
After School and Education Safety	112,950.00	112,950.00
LCFF	1,869,059.50	1,869,059.50
Special Education	493,500.50	493,500.50
Title I	150,806.00	150,806.00
Title II Part A: Improving Teacher	20,415.25	20,415.25
Title III Part A: Language Instruction for	26,250.00	26,250.00
Title III Immigrant Education Program	1,047.38	1,047.38

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
LCFF-EL	9,000.00
School Improvement Grant (SIG)	93,715.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	61,150.00
2000-2999: Classified Personnel Salaries	32,565.00
5000-5999: Services And Other Operating Expenditures	9,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	LCFF-EL	9,000.00
1000-1999: Certificated Personnel Salaries	School Improvement Grant (SIG)	61,150.00
2000-2999: Classified Personnel Salaries	School Improvement Grant (SIG)	32,565.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 4</b>	102,715.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Carol Castro	X				
Jim Boyce		X			
Martha Menth		X			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>(5)</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on N/A.

Attested:

Carolina Castro

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Janet Durgin

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date